

Inclusive Education Policy

Philosophy and Vision

Diversity is a crucial part of the fabric of Luther College High School (LCHS). It enhances the school's ability to provide "Quality education in a Christian context" and develop international-mindedness by providing the community with opportunities to consider and value different perspectives, cultures, and identities.

LCHS affirms that every educator is an educator of all students. It is the professional responsibility of each educator and the school to continually reflect on the challenges to and opportunities for inclusion in their practice, with the goal of increasing access and engagement for all students.

Among other considerations, the admissions process at LCHS attempts to discern, with the involvement of the academic support coordinator, whether:

- the College can meet the needs of the applicant and help them achieve their goals, and
- the student is suited to the College's learning environment (*LCHS Admissions Policy, 2023*).

The *Admissions Policy* acknowledges that LCHS is not equipped with the resources to help students address all types of challenges. Some students may not be admitted because the school does not have the resources to support them adequately, and other local schools may be better equipped to serve the student's needs. However, once a student is admitted to LCHS, the school community will work to support each student with the resources they need to be successful.

Removing Barriers to Learning

Barriers to learning often exist, external to the student, in the structural elements of a school. LCHS leadership, staff, and faculty are committed to removing structural barriers to learning wherever possible and consistent with the school's mission.

Barriers to learning may be found in:

- school organization and resources
- cultures and policies
- approaches to teaching and learning
- buildings and physical obstacles
- relationships among the members of the school community.

Quality Education for All

For an educator to be an educator of all students, instruction must be differentiated to meet the needs of all learners. Four practices guide differentiation at LCHS (IBO 2015):

Affirming identity and building self-efficacy
In order to be engaged in the learning community, each student must see themselves as capable of contributing to the learning process. Teachers help students understand their strengths and challenges, and empower them to leverage their strengths to confront their challenges, contribute to the school community, and develop the traits of the *IB learner profile*.

"In addition to knowing about typical social and emotional development in children, the teacher must also consider such things as social and cultural factors, family constructs, home environment, and the

experiential background of the student that might create atypical patterns of development.”

(Government of Saskatchewan, 2017)

Valuing prior knowledge

When teachers value prior knowledge, every learner has a foundation for the development of further learning. Students will not all start with the same knowledge, so teachers must “meaningfully assess existing knowledge, strengths, and interests” (IBO 2015), activate prior knowledge before building in new learning, and take prior learning into account when designing curriculum.

Scaffolding

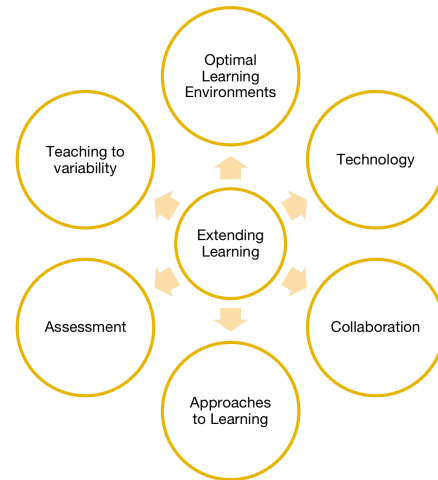
Learning is more inclusive when students are given supports that are then gradually removed to foster independent use of new understandings and skills. Teachers can scaffold learning by breaking the development of complex understandings and skills into smaller pieces, each with increasing independence, and providing constructive feedback at each stage in the process.

Extending learning

Once learners are able to use their knowledge independently, they are free to extend their learning. LCHS strives to support extension of learning in six ways (IBO 2015):

1. **Optimal learning environments**

The classroom environment needs to be a positive, safe space for members of the school community to explore new ideas. The suitability of lighting, acoustics, seating, and arrangement of the physical space must be considered. Learning in environments beyond the classroom walls also provides opportunities for enriching learning.



2. **Technology**

“The sound and balanced use of multiple technologies” (IBO 2015) enables learners to extend their learning when their use is “evident but seamless in the curriculum” (IBO 2015).

3. **Collaboration**

The school can lead in creating a culture of collaboration. Collaborative learning activities can involve any combination of teachers, students, administrators, and non-teaching staff. They can occur within or outside the classroom in small or large groups.

4. **Approaches to Learning**

By explicitly teaching learning skills, the school better equips students to become independent learners who “set learning goals, ask good questions, self-interrogate as they learn, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning process where necessary” (IBO 2015).

5. Assessment

Assessment provides opportunities for students to extend their learning when:

- the purpose of the assessment is clearly understood
- it allows for meaningful feedback throughout the process
- measures both product and process
- allows learners to take an active role in the assessment process

(IBO 2015)

The school's understanding of effective assessment is further explained in the school's *Assessment Policy (2022)*.

6. Teaching to variability

As much as possible, teachers must plan for the variability in learning styles, strengths and challenges in their classrooms. Pedagogical leaders in the school will provide resources and support teachers in this process as necessary. "Differentiated teaching may involve using collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, and differing formats and modes of exploring and presenting knowledge and understanding being made available to students" (IBO 2015).

"Adaptations should not be viewed as giving students preferential treatment or an advantage over their peers. It is important for teachers to keep in mind that adaptations are provided to students in order to give them equal opportunities to achieve curricular outcomes."

(Government of
Saskatchewan, 2017)

Developing Learning Plans

While all learners benefit from differentiated instruction and the removal of barriers to learning, some learners may require additional support in order to achieve their potential at LCHS. A Record of Adaptations (ROA) provides documentation for students who follow approved Saskatchewan curricula but require extensive and continuing use of the Adaptive Dimension (Government of Saskatchewan, 2017).

When students, teachers, or staff notice that a student is facing a learning challenge that requires support, the student shall be referred to the academic vice-principal. The academic vice-principal will determine the next steps, which may include a referral to counselling (in-school or out-of-school) or the academic support coordinator (ASC). Based on the assessment of the ASC, an ROA may be developed in a collaborative process involving the ASC, students, teachers, caregivers, and recommendations from outside professionals.

ROLES IN DEVELOPING A CULTURE OF INCLUSION

Administrative Team

The administrative team will provide opportunities for professional development and collaborative practices toward an inclusive educational environment and provide the necessary human and material resources to support inclusive education.

Administrators facilitate regular, scheduled collaboration among student support staff.

Academic Support Coordinator

The academic vice-principal refers students to the ASC, who will provide a level of support appropriate to the needs of the individual.

Responsibilities include:

- Focus on working with students who have identified learning challenges:
 - Break down large assignments and clarify instructions.
 - Offer tools and teach strategies to best fit students' needs in the prewriting/planning process of larger projects and assignments.
 - Provide developing self-management skills and build study & test-taking skills.
 - Support self-advocacy skills and independence.
- Communication
 - Communicate, collaborate, and strategize with administration on how the school can support students' needs.
 - Communicate and collaborate with appropriate school personnel regarding adaptations and accommodations.
 - Communicate with parents and/or guardians.
 - Act as a liaison and provide guidance to those seeking supports from outside agencies.
- Maintain records and documentation, including ROAs and other student forms.

Diploma Programme Coordinator

Monitor participation in the IB Diploma Programme and cooperate with teachers and administration to remove barriers to participation in the programme. Facilitate access to IB inclusive assessment accommodations as recommended by counsellors and/or the academic support coordinator, in accordance with "Access and inclusion policy" (IBO 2022)

Teachers

Teachers create a safe, affirmative learning environment for students by differentiating

instruction and working with the academic support coordinator to identify the learning needs of individual students and implement ROAs.

Counsellors

Work with academic support coordinator and students to address intersecting personal challenges that may affect a student's learning needs. Refer students to the academic support coordinator when academic needs are identified

Students

Contribute to the development of their ROA by collaborating constructively with faculty and staff, making all reasonable efforts to successfully implement their ROA, and self-advocating for their learning needs.

Communication and Review

This policy will be communicated to the school community via the school's website and intranet, and will form a starting point for faculty professional development.

We will review the inclusion policy regularly using available resources, including the *IB Inclusion Self-Review Framework*.

References and Resources

Government of Saskatchewan. (2017). *The Adaptive Dimension*. Retrieved from <https://publications.saskatchewan.ca/#/products/86567>

IBO. (2013). *Meeting Student Learning Diversity in the Classroom*. Cardiff: International Baccalaureate Organization.



IBO. (2015). *Approaches to Teaching and Learning*. Geneva: International Baccalaureate Organization.

IBO. (2022). *Access and inclusion policy*. Geneva: International Baccalaureate Organization.

Luther College High School. (2023). *Admissions Policy*.

Luther College High School. (2022). *Assessment Policy*.

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